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## Educators (Teachers/Principals) 2010 Enacted Evaluation Legislation

Aug. 26, 2010

States increasingly are focusing on teacher and principal effectiveness as a way to improve student success. Thirteen states have taken some legislative action to address the issue. This chart summarizes those actions.

Read "[The A+ Teacher](#)" in the September 2010 issue of State Legislatures Magazine.  
[Education program](#)  
[State Legislatures Magazine homepage](#)

AZ | CA | CO | CT | IL | LA | ME | MD | MI | NV | NY | OK | TN

State	Summary	Creates advisory group?	Reforms tenure?	Reforms hiring?	Includes principals?	Specifies measures of performance?	Indicates specific percentage of performance measures?	Specifies evaluation for teachers of untested subjects? (art, music etc)	Timeline?
<b>Arizona</b> <a href="#">AZ SB 1040</a>	Quantitative data on student progress must account for 35-50% of evaluation outcomes. Evaluations using State Board requirements must begin by the 2012-2013 school year.	No	No	Yes	Yes	No	Yes - 35-50%	No	SBOE must adopt model by December 15, 2011. Evals begin 2012-2013

**California**CA SB 1

Educators (Teachers/Principals) 2010 Enacted Evaluation...

**No****No****No****Yes****Yes -  
CALPADS  
(optional)  
and others****No****No****Superintendent  
of SBOE must  
provide final  
evaluation by  
June 1, 2014**

Allows CALPADS data system to be used to evaluate teachers and administrators and when making employment decisions. Can also be used in conjunction with data from another system.

Establishes structures and processes to assist "persistently low-achieving" schools. Regional consortia can provide assistance in developing a "rigorous, transparent and equitable" evaluation system that includes the use of student growth data and other factors.

**Colorado**CO SB 191**Yes****Yes****Yes****Yes****No****Yes - 50%****No****Tested 2012-2013,  
implemented  
2013-2014**

Local school boards can create their own evaluation systems, but they must be aligned with state expectations.

At least 50% of a teacher's evaluation must be determined by the academic growth of the

teacher's students.

Academic growth must take diverse factors into account.

**Colorado**  
(cont.)

Creates the State Council for Educator Effectiveness, which must adopt a definition of effectiveness to recommend to the State Board of Education. The Board must act on that definition by September 2011.

Department of Education must create a "resource bank" that identifies assessments, tools, policies and processes to help districts create an evaluation system that aligns with state criteria.

Evaluation system must have ongoing training to ensure that all evaluators and educators fully understand it.

Allows appeals process for non-probationary teachers who receive an "ineffective"

	rating. The new evaluation system must provide each teacher with a professional development plan.								
<b>Connecticut</b> <u>CT SB 438</u>	Superintendents must evaluate teachers on multiple indicators of student academic growth  Creates the Performance Evaluation Advisory Council under the State Board of Education, which will adopt guidelines for model teacher evaluation programs	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>No</b>	<b>No</b>	<b>No</b>	<b>No</b>	<b>Model adopted by July 1, 2013</b>
<b>Illinois</b> <u>IL SB 315</u>	Student growth must be "significant factor" in rating performance.  State Board must adopt new rules establishing "fairness factors."  Chicago may use state assessment as sole measure in rating performance.	<b>No</b>	<b>No</b>	<b>No</b>	<b>Yes</b>	<b>No</b>	<b>No - "significant factor" (Chicago may use performance as sole factor)</b>	<b>No</b>	<b>Each school district must establish their plan ready by September 1, 2012</b>
<b>Louisiana</b> <u>LA HB 1033</u>	50% of teacher/administrator evaluations must be based on evidence of	<b>No</b>	<b>No</b>	<b>No</b>	<b>Yes</b>	<b>No</b>	<b>Yes - 50%</b>	<b>Yes</b>	<b>Begins 2011-2012 school year, fully implemented</b>

	growth in student achievement using a value-added assessment model.  The value-added assessment model must take into account factors such as special education status, eligibility for free/reduced lunch, student attendance and discipline.  Charter schools must follow the same general guidelines.								
<b>Maine</b> <u>ME LD 1799</u>	The Department of Education will develop models for evaluation of teachers and principals. Models must include multiple measures.  School districts may use one or more of the models. If they include student growth data, one of the Department's models must be used.  The models must be approved by six different stakeholder groups.	No	No	No	Yes	No	No	No	5-part stakeholder group must approve models by July 1, 2011
<b>Maryland</b>	SBOE must develop	No	Yes	Yes	Yes	No	No –	No	

